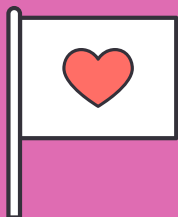


INCLUSIVE TEACHING

CETL LEARNING CIRCLE SPRING 2020



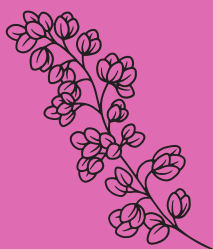
Establishing and Supporting Class Climate

1. Be transparent in our commitment to inclusion and let students know what we stand for.
2. Relationships are important in the classroom (instructor to student; student to student).
3. Avoid stereotype threat and promote a positive tone in the classroom.



Setting Explicit Expectations

1. Instructors must build clear expectations into key assignments and assessments- these must be clearly communicated to students.
2. Develop a cycle of practice and feedback.



Promoting Diversity and Inclusion Through Course Content

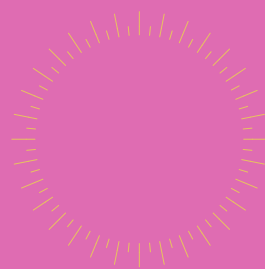
1. Select content that engages a diversity of ideas and perspectives.
2. Critically and constructively critique course materials.
3. Invite students to co-create and contribute to the course content.



Universal Design

1. Develop the class for all by including the 3 principles of Universal design. (the what, how and why of learning)
2. Universal Design is a proactive approach to course design rather than a reactive.
3. Recognizing that there is not just one pedagogical approach that is optimal for all learners, but there should be options.

Critical Reflection



1. There are 4 levels of critical reflection that show up in the learning environment:
 1. Student perspective
 2. Colleagues' perspective
 3. Autobiographical experiences
 4. Theory and reflection
2. There is no end point in reflection and development as an instructor. Humility, positionality, and recognizing our privileged identities will impact our teaching.

Benefits of Inclusive Teaching

1. Motivation and well-being of Students and instructors
2. Authentic learning
3. Retention and persistence of students